



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 4

Test Date: March 2008
Code: 12101536
SAU: MSAD 16
School: Hall-Dale Elementary School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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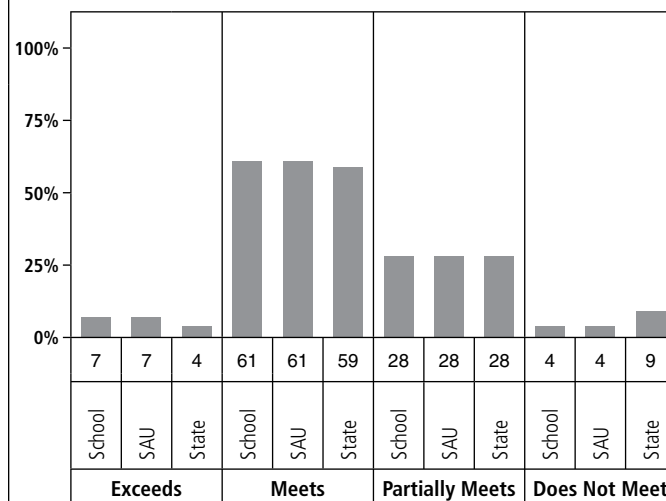
SUMMARY OF SCORES

Test Date: March 2008
Grade: 4
SAU: MSAD 16
School: Hall-Dale Elementary School

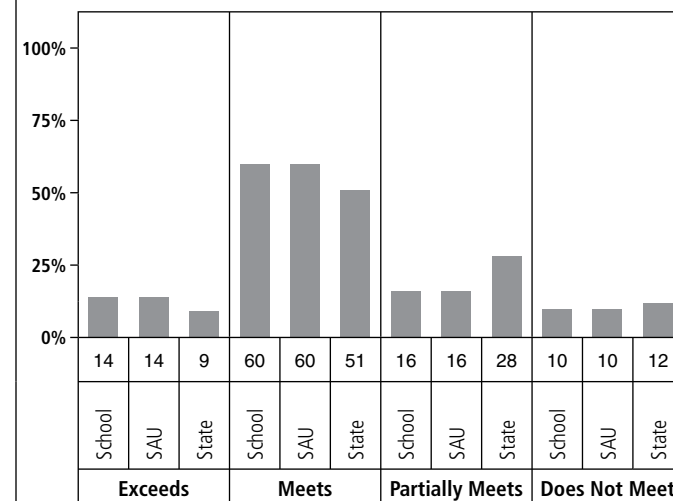
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	445	444	444
2006–2007	449	449	445
2007–2008	448	448	445
Cum. Avg. *	447	447	445
Mathematics			
2005–2006	451	451	444
2006–2007	453	453	445
2007–2008	450	450	445
Cum. Avg. *	451	451	445
Science & Technology			
2005–2006	444	444	444
2006–2007	449	449	444
2007–2008	451	451	444
Cum. Avg. *	448	448	444

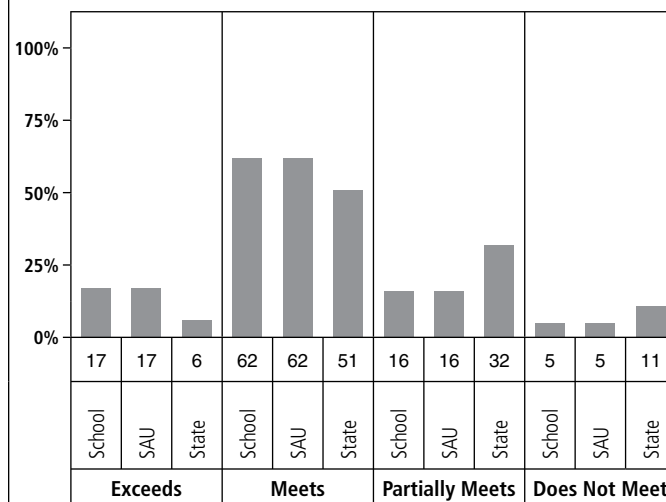
ELA – READING



MATHEMATICS



SCIENCE AND TECHNOLOGY



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
 Grade: 4
 SAU: MSAD 16
 School: Hall-Dale Elementary School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
							ELA-Reading						Mathematics						Science and Technology											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	58	100	59	100	14207	100	57	98	58	98	14181	100	58	100	59	100	14123	100	58	100	59	100	14115	99						
Ethnicity African American/Black	1	2	1	2	390	3	1	100	1	100	388	99	1	100	1	100	388	99	1	100	1	100	386	99						
American Indian or Native Alaskan	0	0	0	0	101	1	0	0	0	0	101	100	0	0	0	0	101	100	0	0	0	0	101	100						
Asian or Pacific Islander	3	5	3	5	263	2	3	100	3	100	259	98	3	100	3	100	262	100	3	100	3	100	262	100						
Hispanic	0	0	0	0	170	1	0	0	0	0	168	99	0	0	0	0	166	98	0	0	0	0	166	98						
Caucasian/White	54	93	55	93	13282	93	53	98	54	98	13264	100	54	100	55	100	13205	100	54	100	55	100	13199	99						
Not Reported	0	0	0	0	1	0	0	0	0	0	1	100	0	0	0	0	1	100	0	0	0	0	1	100						
Identified disability	10	17	11	19	2524	18	10	100	11	100	2514	100	10	100	11	100	2498	99	10	100	11	100	2494	99						
Current LEP	0	0	0	0	385	3	0	0	0	0	377	98	0	0	0	0	383	99	0	0	0	0	380	99						
Economically disadvantaged	20	34	20	34	5587	39	20	100	20	100	5569	100	20	100	20	100	5538	99	20	100	20	100	5534	99						
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100	0	0	0	0	5	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics						Science and Technology											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	48	83	48	81	10755	76	49	84	49	83	10730	76	49	84	49	83	10776	76						
Identified disability (PET/IEP)	1	2	1	2	375	3	1	2	1	2	374	3	1	2	1	2	384	4						
LEP	0	0	0	0	148	1	0	0	0	0	148	1	0	0	0	0	150	1						
504 plan	0	0	0	0	114	1	0	0	0	0	114	1	0	0	0	0	115	1						
Participation with accommodations	9	16	9	15	3298	23	9	16	9	15	3267	23	9	16	9	15	3215	23						
Identified disability (PET/IEP)	9	100	9	100	2013	61	9	100	9	100	1998	61	9	100	9	100	1986	62						
LEP	0	0	0	0	225	7	0	0	0	0	233	7	0	0	0	0	229	7						
504 plan	0	0	0	0	69	2	0	0	0	0	68	2	0	0	0	0	67	2						
Other	0	0	0	0	1046	32	0	0	0	0	1023	31	0	0	0	0	987	31						
Participation through alternate assessment (PAAP)	0	0	1	2	126	1	0	0	1	2	126	1	0	0	1	2	124	1						
Identified disability (PET/IEP)	0	0	1	100	126	100	0	0	1	100	126	100	0	0	1	100	124	100						
LEP	0	0	0	0	2	2	0	0	0	0	2	2	0	0	0	0	1	1						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	2	0																		
Approved non-participation – special consideration	0	0	0	0	15	0	0	0	0	0	16	0	0	0	0	0	12	0						
Non-participation – other	1	2	1	2	11	0	0	0	0	0	68	0	0	0	0	0	80	1						

¹ Percents are the percentage of students enrolled in each participation category.

² Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³ Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2008
Grade: 4
SAU: MSAD 16
School: Hall-Dale Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 461–480)	2005-2006	2	5	2	4	601	4
	2006-2007	3	7	3	7	507	4
	2007-2008	4	7	4	7	559	4
	Cum. Total*	9	6	9	6	1667	4
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 441–460)	2005-2006	23	52	23	51	7910	57
	2006-2007	28	67	28	67	8749	63
	2007-2008	35	61	35	61	8308	59
	Cum. Total*	86	60	86	60	24967	60
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 431–440)	2005-2006	16	36	17	38	3970	29
	2006-2007	9	21	9	21	3467	25
	2007-2008	16	28	16	28	3922	28
	Cum. Total*	41	29	42	29	11359	27
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 400–430)	2005-2006	3	7	3	7	1421	10
	2006-2007	2	5	2	5	1165	8
	2007-2008	2	4	2	4	1264	9
	Cum. Total*	7	5	7	5	3850	9

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	48	100	31.7	66.0	31.7	66.0	29.7	61.9
Literary Text	24	50	16.1	67.1	16.1	67.1	15.5	64.6
Informational Text	24	50	15.6	65.0	15.6	65.0	14.2	59.2

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
Grade: 4
SAU: MSAD 16
School: Hall-Dale Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	57	4	7	35	61	16	28	2	4	448	57	7	61	28	4	448	14053	4	59	28	9	445
Ethnicity																						
African American/Black	1										1						384	1	36	35	28	438
American Indian or Native Alaskan	0										0						101	1	46	44	10	442
Asian or Pacific Islander	3										3						259	6	61	22	11	445
Hispanic	0										0						164	0	45	38	16	440
Caucasian/White	53	4	8	32	60	15	28	2	4	448	53	8	60	28	4	448	13144	4	60	28	8	445
Not Reported	0										0						1					
Identified disability																						
Yes	10	0	0	2	20	7	70	1	10	438	10	0	20	70	10	438	2388	0	29	44	26	437
No	47	4	9	33	70	9	19	1	2	450	47	9	70	19	2	450	11665	5	65	25	6	446
Current LEP																						
Yes	0										0						373	1	32	35	32	436
No	57	4	7	35	61	16	28	2	4	448	57	7	61	28	4	448	13680	4	60	28	8	445
Economically disadvantaged																						
Yes	20	1	5	8	40	9	45	2	10	443	20	5	40	45	10	443	5502	1	47	37	14	441
No	37	3	8	27	73	7	19	0	0	450	37	8	73	19	0	450	8551	6	67	22	5	447
Migrant																						
Yes	0										0						5	0	40	60	0	445
No	57	4	7	35	61	16	28	2	4	448	57	7	61	28	4	448	14048	4	59	28	9	445
Gender																						
Female	28	3	11	18	64	6	21	1	4	450	28	11	64	21	4	450	6959	5	61	26	8	446
Male	29	1	3	17	59	10	34	1	3	446	29	3	59	34	3	446	7093	3	57	30	10	444
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	10	0	0	0	0	9	90	1	10	439	10	0	0	90	10	439	1890	0	37	46	17	439
No	47	4	9	35	74	7	15	1	2	450	47	9	74	15	2	450	12163	5	63	25	8	446
Gifted/talented program																						
Yes	0										0						266	21	74	4	0	456
No	57	4	7	35	61	16	28	2	4	448	57	7	61	28	4	448	13787	4	59	28	9	445

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 4
 SAU: MSAD 16
 School: Hall-Dale Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	5	0	0	0	0	2	67	1	33	436	5	0	0	67	33	436	5	1	42	36	21	440
B. less than one hour	81	3	7	31	67	11	24	1	2	448	81	7	67	24	2	448	74	4	62	27	7	445
C. one to two hours	12	1	14	4	57	2	29	0	0	450	12	14	57	29	0	450	18	5	59	29	7	446
D. more than two hours	2	0	0	0	0	1	100	0	0	432	2	0	0	100	0	432	2	3	32	34	31	438
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	23	0	0	10	77	3	23	0	0	449	23	0	77	23	0	449	30	6	63	24	7	446
B. They match some of what I have learned.	63	4	11	22	61	10	28	0	0	449	63	11	61	28	0	449	52	4	63	27	6	446
C. They match just a little of what I have learned.	11	0	0	3	50	2	33	1	17	443	11	0	50	33	17	443	12	2	46	37	15	441
D. There is no match.	4	0	0	0	0	1	50	1	50	435	4	0	0	50	50	435	5	0	33	40	26	437
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	32	1	6	12	67	5	28	0	0	449	32	6	67	28	0	449	35	7	66	20	6	448
B. good	60	3	9	20	59	9	26	2	6	447	60	9	59	26	6	447	51	3	60	29	7	445
C. fair	9	0	0	3	60	2	40	0	0	443	9	0	60	40	0	443	12	1	44	40	16	440
D. poor	0										0						2	0	23	47	30	436
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	25	2	14	5	36	6	43	1	7	448	25	14	36	43	7	448	19	2	46	34	17	442
B. about the same as my regular schoolwork	63	2	6	25	69	8	22	1	3	448	63	6	69	22	3	448	62	5	64	26	5	446
C. easier than my regular schoolwork	12	0	0	5	71	2	29	0	0	447	12	0	71	29	0	447	18	3	58	29	10	444
How hard were the reading passages on this test?																						
A. Most of the passages were more difficult than what I usually read.	23	0	0	4	31	7	54	2	15	439	23	0	31	54	15	439	14	0	32	46	22	438
B. Most of the passages were about the same as what I usually read.	45	2	8	16	64	7	28	0	0	448	45	8	64	28	0	448	52	3	62	28	7	445
C. Most of the passages were easier than what I usually read.	32	2	11	14	78	2	11	0	0	453	32	11	78	11	0	453	33	7	68	20	5	448
How much time do you spend reading at home each day?																						
A. more than one hour	9	0	0	4	80	1	20	0	0	448	9	0	80	20	0	448	18	7	64	22	7	447
B. 20 minutes to an hour	82	4	9	30	64	13	28	0	0	449	82	9	64	28	0	449	55	4	64	26	6	446
C. less than 20 minutes	7	0	0	0	0	2	50	2	50	434	7	0	0	50	50	434	14	2	53	33	12	443
D. I rarely read at home.	2	0	0	1	100	0	0	0	0	446	2	0	100	0	0	446	13	1	44	39	16	441
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	27	0	0	6	40	8	53	1	7	443	27	0	40	53	7	443	23	3	50	34	13	442
B. six to ten pages	20	0	0	8	73	2	18	1	9	444	20	0	73	18	9	444	25	3	60	29	8	444
C. eleven or more pages	54	4	13	20	67	6	20	0	0	451	54	13	67	20	0	451	52	5	64	24	6	446
Optional school/SAU question																						
A.	31	0	0	5	100	0	0	0	0	448	31	0	100	0	0	448						
B.	56	1	11	6	67	2	22	0	0	448	56	11	67	22	0	448						
C.	6	0	0	0	0	0	0	1	100	430	6	0	0	0	100	430						
D.	6	0	0	0	0	1	100	0	0	438	6	0	0	100	0	438						

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 4
SAU: MSAD 16
School: Hall-Dale Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 461–480)	2005-2006	8	18	8	18	1294	9
	2006-2007	12	29	12	29	1054	8
	2007-2008	8	14	8	14	1321	9
	Cum. Total*	28	19	28	19	3669	9
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 441–460)	2005-2006	26	59	26	58	7000	50
	2006-2007	19	45	19	45	7394	53
	2007-2008	35	60	35	60	7079	51
	Cum. Total*	80	56	80	55	21473	51
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 429–440)	2005-2006	10	23	11	24	3784	27
	2006-2007	8	19	8	19	3729	27
	2007-2008	9	16	9	16	3955	28
	Cum. Total*	27	19	28	19	11468	27
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 400–428)	2005-2006	0	0	0	0	1894	14
	2006-2007	3	7	3	7	1735	12
	2007-2008	6	10	6	10	1642	12
	Cum. Total*	9	6	9	6	5271	13

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	10.6	70.7	10.6	70.7	9.5	63.3
Cluster 2: Shape and Size	14	29	9.1	65.0	9.1	65.0	9.1	65.0
Cluster 3: Mathematical Decision Making	5	10	3.9	78.0	3.9	78.0	3.4	68.0
Cluster 4: Patterns	14	29	10.6	75.7	10.6	75.7	9.7	69.3

- Cluster 1: Numbers and Operations**
A. Numbers and Number Sense
B. Computation
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
E. Geometry
F. Measurement
- Cluster 3: Mathematical Decision Making**
C. Data Analysis and Statistics
D. Probability
- Cluster 4: Patterns**
G. Patterns, Relations, and Functions
H. Algebra Concepts
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 4
 SAU: MSAD 16
 School: Hall-Dale Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	58	8	14	35	60	9	16	6	10	450	58	14	60	16	10	450	13997	9	51	28	12	445
Ethnicity																						
African American/Black	1										1						386	4	26	34	36	434
American Indian or Native Alaskan	0										0						101	3	46	41	11	442
Asian or Pacific Islander	3										3						262	14	51	23	12	447
Hispanic	0										0						162	4	41	34	21	440
Caucasian/White	54	8	15	32	59	8	15	6	11	450	54	15	59	15	11	450	13085	10	51	28	11	446
Not Reported	0										0						1					
Identified disability																						
Yes	10	0	0	5	50	3	30	2	20	441	10	0	50	30	20	441	2372	3	31	36	30	436
No	48	8	17	30	63	6	13	4	8	452	48	17	63	13	8	452	11625	11	54	27	8	447
Current LEP																						
Yes	0										0						381	4	33	28	35	435
No	58	8	14	35	60	9	16	6	10	450	58	14	60	16	10	450	13616	10	51	28	11	445
Economically disadvantaged																						
Yes	20	1	5	11	55	4	20	4	20	444	20	5	55	20	20	444	5472	5	41	35	19	440
No	38	7	18	24	63	5	13	2	5	453	38	18	63	13	5	453	8525	13	56	24	7	448
Migrant																						
Yes	0										0						5	0	80	20	0	448
No	58	8	14	35	60	9	16	6	10	450	58	14	60	16	10	450	13992	9	51	28	12	445
Gender																						
Female	29	4	14	19	66	3	10	3	10	450	29	14	66	10	10	450	6933	9	50	29	12	445
Male	29	4	14	16	55	6	21	3	10	449	29	14	55	21	10	449	7063	10	51	27	11	446
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	10	0	0	4	40	3	30	3	30	438	10	0	40	30	30	438	1890	2	34	41	23	438
No	48	8	17	31	65	6	13	3	6	452	48	17	65	13	6	452	12107	11	53	26	10	446
Gifted/talented program																						
Yes	0										0						266	45	49	5	0	461
No	58	8	14	35	60	9	16	6	10	450	58	14	60	16	10	450	13731	9	51	29	12	445

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 4
SAU: MSAD 16
School: Hall-Dale Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	5	0	0	2	67	0	0	1	33	439	5	0	67	0	33	439	5	6	34	33	27	438
B. less than one hour	81	7	15	29	62	7	15	4	9	451	81	15	62	15	9	451	74	10	52	28	10	446
C. one to two hours	12	1	14	4	57	1	14	1	14	450	12	14	57	14	14	450	18	10	52	28	10	446
D. more than two hours	2	0	0	0	0	1	100	0	0	436	2	0	0	100	0	436	2	5	33	28	34	436
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	34	4	20	12	60	3	15	1	5	455	34	20	60	15	5	455	38	13	56	23	8	448
B. They match some of what I have learned.	53	3	10	22	71	5	16	1	3	450	53	10	71	16	3	450	48	8	52	29	10	445
C. They match just a little of what I have learned.	5	1	33	1	33	1	33	0	0	454	5	33	33	33	0	454	10	4	35	39	22	439
D. There is no match.	7	0	0	0	0	0	0	4	100	424	7	0	0	0	100	424	4	2	25	33	40	433
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	42	6	25	13	54	3	13	2	8	454	42	25	54	13	8	454	35	16	55	20	8	449
B. good	49	1	4	19	68	5	18	3	11	447	49	4	68	18	11	447	48	7	52	31	11	445
C. fair	7	1	25	2	50	1	25	0	0	450	7	25	50	25	0	450	14	3	41	38	18	440
D. poor	2	0	0	0	0	0	0	1	100	428	2	0	0	0	100	428	3	1	29	36	34	435
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	7	0	0	3	75	0	0	1	25	443	7	0	75	0	25	443	15	4	38	33	25	439
B. about the same as my regular schoolwork	71	6	15	28	68	5	12	2	5	452	71	15	68	12	5	452	64	10	54	28	9	446
C. easier than my regular schoolwork	22	2	15	4	31	4	31	3	23	445	22	15	31	31	23	445	21	13	52	24	11	447
How often do you use hands-on materials in mathematics class?																						
A. almost every day	17	0	0	5	50	3	30	2	20	441	17	0	50	30	20	441	23	8	47	29	16	443
B. two or three days a week	53	5	16	21	68	3	10	2	6	452	53	16	68	10	6	452	36	11	54	27	9	447
C. two or three times each month	21	3	25	6	50	2	17	1	8	453	21	25	50	17	8	453	25	10	53	27	10	446
D. never or almost never	9	0	0	3	60	1	20	1	20	445	9	0	60	20	20	445	16	9	46	32	13	444
How often do you use calculators in mathematics class?																						
A. almost every day	7	0	0	0	0	2	50	2	50	430	7	0	0	50	50	430	5	3	30	33	33	436
B. two or three days a week	32	1	6	14	78	1	6	2	11	449	32	6	78	6	11	449	19	8	50	30	12	445
C. two or three times each month	46	6	23	15	58	5	19	0	0	454	46	23	58	19	0	454	38	11	55	26	8	447
D. never or almost never	16	1	11	6	67	1	11	1	11	451	16	11	67	11	11	451	38	9	50	29	12	445
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	5	0	0	1	33	2	67	0	0	441	5	0	33	67	0	441	8	3	33	38	25	438
B. 30–45 minutes	14	0	0	3	38	1	13	4	50	437	14	0	38	13	50	437	27	6	48	33	13	443
C. 45–60 minutes	38	4	18	14	64	3	14	1	5	452	38	18	64	14	5	452	38	11	54	26	9	447
D. more than 60 minutes	43	4	16	17	68	3	12	1	4	454	43	16	68	12	4	454	26	13	55	23	9	448
Optional school/SAU question																						
A.	29	0	0	3	60	2	40	0	0	449	29	0	60	40	0	449						
B.	59	2	20	6	60	0	0	2	20	453	59	20	60	0	20	453						
C.	6	0	0	0	0	0	0	1	100	426	6	0	0	0	100	426						
D.	6	0	0	1	100	0	0	0	0	444	6	0	100	0	0	444						

SCIENCE AND TECHNOLOGY RESULTS

Test Date: March 2008
Grade: 4
SAU: MSAD 16
School: Hall-Dale Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems using the processes of scientific inquiry, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 461–480)	2005-2006	2	5	2	4	751	5
	2006-2007	4	10	4	10	963	7
	2007-2008	10	17	10	17	882	6
	Cum. Total*	16	11	16	11	2596	6
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems using the processes of scientific inquiry and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 441–460)	2005-2006	23	52	23	51	7251	52
	2006-2007	25	60	25	60	6824	49
	2007-2008	36	62	36	62	7130	51
	Cum. Total*	84	58	84	58	21205	51
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems using scientific inquiry but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 429–440)	2005-2006	17	39	18	40	4514	32
	2006-2007	12	29	12	29	4382	32
	2007-2008	9	16	9	16	4433	32
	Cum. Total*	38	26	39	27	13329	32
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and use the skills of scientific inquiry. There are many inaccuracies and explanations are illogical, incomplete, or missing. (scaled score 400–428)	2005-2006	2	5	2	4	1458	10
	2006-2007	1	2	1	2	1735	12
	2007-2008	3	5	3	5	1546	11
	Cum. Total*	6	4	6	4	4739	11

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Life Sciences	12	25	8.9	74.2	8.9	74.2	8.0	66.7
Cluster 2: Physical Sciences	12	25	9.0	75.0	9.0	75.0	7.2	60.0
Cluster 3: Earth and Space Sciences	12	25	7.6	63.3	7.6	63.3	7.4	61.7
Cluster 4: Nature and Implications of Science	12	25	8.5	70.8	8.5	70.8	7.6	63.3

Cluster 1: Life Sciences

- A. Classifying Life Forms
- B. Ecology
- C. Cells

Cluster 2: Physical Sciences

- E. Structure of Matter
- H. Energy
- I. Motion

Cluster 3: Earth and Space Sciences

- D. Continuity and Change
- F. The Earth
- G. The Universe

Cluster 4: Nature and Implications of Science

- J. Inquiry and Problem Solving
- K. Scientific Reasoning
- L. Communication
- M. Implications of Science & Technology

Each content standard in the clusters shown is defined in Maine’s 1997 *Learning Results*, which are the basis for science and technology Grade Span Expectations. Each item on the MEA measures a grade span expectation, which can be found at <http://www.maine.gov/education/lslat/gles.htm>.

SCIENCE AND TECHNOLOGY RESULTS

(CONTINUED)

Test Date: March 2008
Grade: 4
SAU: MSAD 16
School: Hall-Dale Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	58	10	17	36	62	9	16	3	5	451	58	17	62	16	5	451	13991	6	51	32	11	444
Ethnicity																						
African American/Black	1										1						385	2	27	35	36	434
American Indian or Native Alaskan	0										0						101	3	44	44	10	441
Asian or Pacific Islander	3										3						262	5	52	28	14	443
Hispanic	0										0						162	2	38	39	21	439
Caucasian/White	54	10	19	32	59	9	17	3	6	451	54	19	59	17	6	451	13080	7	52	31	10	444
Not Reported	0										0						1					
Identified disability																						
Yes	10	0	0	7	70	3	30	0	0	445	10	0	70	30	0	445	2370	2	32	41	25	437
No	48	10	21	29	60	6	13	3	6	452	48	21	60	13	6	452	11621	7	55	30	8	445
Current LEP																						
Yes	0										0						379	1	25	35	39	433
No	58	10	17	36	62	9	16	3	5	451	58	17	62	16	5	451	13612	6	52	32	10	444
Economically disadvantaged																						
Yes	20	1	5	11	55	5	25	3	15	444	20	5	55	25	15	444	5470	3	41	39	18	440
No	38	9	24	25	66	4	11	0	0	454	38	24	66	11	0	454	8521	9	57	27	7	446
Migrant																						
Yes	0										0						5	20	20	40	20	443
No	58	10	17	36	62	9	16	3	5	451	58	17	62	16	5	451	13986	6	51	32	11	444
Gender																						
Female	29	5	17	20	69	2	7	2	7	451	29	17	69	7	7	451	6929	6	49	33	12	443
Male	29	5	17	16	55	7	24	1	3	450	29	17	55	24	3	450	7061	7	53	30	10	444
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	10	0	0	5	50	3	30	2	20	440	10	0	50	30	20	440	1888	1	32	44	23	437
No	48	10	21	31	65	6	13	1	2	453	48	21	65	13	2	453	12103	7	54	30	9	445
Gifted/talented program																						
Yes	0										0						266	30	65	5	1	457
No	58	10	17	36	62	9	16	3	5	451	58	17	62	16	5	451	13725	6	51	32	11	444

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

SCIENCE AND TECHNOLOGY RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 4
SAU: MSAD 16
School: Hall-Dale Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
How much homework do you do on school nights?																						
A. none	5	0	0	2	67	1	33	0	0	446	5	0	67	33	0	446	5	4	37	36	22	439
B. less than one hour	81	8	17	29	62	8	17	2	4	451	81	17	62	17	4	451	74	6	53	31	10	444
C. one to two hours	12	2	29	4	57	0	0	1	14	453	12	29	57	0	14	453	18	7	52	32	8	445
D. more than two hours	2	0	0	1	100	0	0	0	0	446	2	0	100	0	0	446	2	4	31	33	32	437
How well do the questions that you have just been given on this MEA test match what you have learned in school about science?																						
A. The questions on the test match what I have learned in science class.	26	2	13	9	60	4	27	0	0	453	26	13	60	27	0	453	24	9	53	28	10	446
B. They match some of what I have learned.	52	4	13	19	63	4	13	3	10	449	52	13	63	13	10	449	49	6	54	31	9	445
C. They match just a little of what I have learned.	17	3	30	7	70	0	0	0	0	452	17	30	70	0	0	452	21	4	47	36	13	442
D. There is no match.	5	1	33	1	33	1	33	0	0	452	5	33	33	33	0	452	6	2	35	37	25	438
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	26	3	20	9	60	2	13	1	7	451	26	20	60	13	7	451	25	9	53	27	10	446
B. good	66	6	16	23	61	7	18	2	5	450	66	16	61	18	5	450	54	6	55	30	9	445
C. fair	7	1	25	3	75	0	0	0	0	453	7	25	75	0	0	453	19	3	43	40	15	441
D. poor	2	0	0	1	100	0	0	0	0	456	2	0	100	0	0	456	3	2	28	42	29	435
How difficult was the science part of this test?																						
A. harder than my regular schoolwork	21	3	25	7	58	2	17	0	0	452	21	25	58	17	0	452	22	5	45	35	15	442
B. about the same as my regular schoolwork	56	5	16	20	63	5	16	2	6	451	56	16	63	16	6	451	62	7	53	31	9	445
C. easier than my regular schoolwork	23	2	15	9	69	1	8	1	8	450	23	15	69	8	8	450	16	7	52	28	13	444
How often do you have science classes?																						
A. every day	7	0	0	3	75	0	0	1	25	441	7	0	75	0	25	441	24	7	48	33	12	444
B. a few times a week	86	8	16	31	62	9	18	2	4	450	86	16	62	18	4	450	53	7	54	31	9	445
C. once a week	3	1	50	1	50	0	0	0	0	470	3	50	50	0	0	470	9	6	46	33	15	442
D. a few times a month	3	1	50	1	50	0	0	0	0	456	3	50	50	0	0	456	14	5	50	31	14	443
Which statement best describes how you learn science?																						
A. I mostly read a textbook and answer questions, and/or take notes and do assignments. I use science kits for demonstrations and experiments.	16	0	0	8	89	0	0	1	11	448	16	0	89	0	11	448	25	5	48	34	13	443
B. I work in groups to design and conduct experiments.	38	2	9	12	55	6	27	2	9	447	38	9	55	27	9	447	27	4	46	37	13	442
C. I do a combination of A and B, but mostly A.	19	4	36	6	55	1	9	0	0	456	19	36	55	9	0	456	26	7	56	28	8	445
D. I do a combination of A and B, but mostly B.	28	4	25	10	63	2	13	0	0	454	28	25	63	13	0	454	22	9	55	26	9	446
Optional school/SAU question																						
A.	29	1	20	2	40	2	40	0	0	452	29	20	40	40	0	452						
B.	59	2	20	7	70	0	0	1	10	453	59	20	70	0	10	453						
C.	6	0	0	0	0	1	100	0	0	430	6	0	0	100	0	430						
D.	6	0	0	1	100	0	0	0	0	444	6	0	100	0	0	444						